

VISIT...

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Tutor Teaching Tips

Lesson 50: *r*-Controlled *o* • Part 1

MATERIALS

Letter page

Introducing *r*-Controlled *o*



10–15 minutes

Point to the word under the picture as you read it out loud. Point out the letters *or* in the middle of the word. Explain that when a vowel is followed by the letter *r*, it changes the vowel sound so that it is neither long nor short. Have the child read the example words at the bottom of the page. Point out the words with *oa*, *ou*, and final *e*. Explain that these words do not have a long vowel sound because the letter *o* is followed by *r*.

Word cards

Have the child sort the *r*-controlled *o* words into groups of rhyming words. Point out the words that rhyme even though they are spelled differently, for example, *door*, *chore*, and *pour*.

Blend Words



5–8 minutes

Letter cards:
s, t, o, r, e, n, h,
w, c; Workmat

Give the child the letter cards *s, t, o, r, e*, and *e*. Say the word *store* and ask the child how many sounds he/she hears in the word (3). Remind the child that the letters *or* stand for the /or/ sound. Tell the child that this word has a silent *e* at the end. Have the child spell the word *store* as he/she pushes the letters into the row of five boxes. Ask the child what letter he/she needs to change in the word *store* to make the word *snore*. Have the child make the word. Then repeat with the words *swore*, *score*, and *shore*.

Game cards;
Game board;
Markers

Place the cards face down in a stack on the table. Have the child draw a card and read the word. If the word is read correctly, he/she can move up one rung on the ladder. Have the child place the word at the bottom of the stack. It is now your turn.

Teach Story Words



5–8 minutes

Flash card:
lightning, river,
tree, wind,
warning, water

Read each new story word to the child as you hold up each flash card. Have the child look at the card and repeat the word. Then show the child the review story words and read them with the child. Lay the cards on the table. Say the following sentences, leaving a blank: *We drink _____, I see a bird in a _____, The _____ made my kite fly high, The _____ is very deep, There was lots of thunder and _____, The red light is a _____ to stop.* Have the child point to the story word that goes in each sentence.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 50: *r*-Controlled *o* • Part 2

MATERIALS

Letter page

Letter cards:
p, o, r, c, h, t, s, c; Workmat

Flash cards

Practice sheet

Decodable book:
The Roaring Storm

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the *r*-controlled *o* words.

Give the child the letter cards *p, o, r, c* and *h*. Say the word *porch* and ask the child how many sounds he/she hears in the word (3). Remind the child that the letters *or* stand for the /or/ sound. Ask the child what letters stand for the sound at the end of the word (*ch*). Have the child spell the word *porch* as he/she pushes the sounds into the row of five boxes. Ask the child what letter he/she needs to change in the word *porch* to make the word *torch*. Have the child make the word. Say the word *scorch* and ask the child how many sounds he/she hears in this word (4). Ask how many boxes are needed to spell the word (6). Have the child make the word.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word in the row as he/she runs his/her finger under the letters. Then have the child say the whole word. If the child has trouble with the word *before*, show him/her how to split the words into two syllables and sound out each syllable (*be/fore*). Cover the *-ing* ending on *morning* and *pouring*, if necessary, and have the child sound out the roots first.

Ask the child to read the review words in row 2.

Have the child read the review high-frequency words in row 3 quickly without sounding them out. If the child hesitates, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 4 and the sentences in row 5, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child what happened when the storm came.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

r-Controlled o



corn

lord **fork** **storm** **thorn**

short **four** **roar** **more**



door

floor

chore

pour

cork

stork

pork

dorm

storm

form

born

corn

worn

fort

port

sport



s	t	o	r	e
n	w	c	c	h
p				



shore

more

four

thorn

torn

sort

snort

tore

sore

board

cork

stork

pour

poor

storm

chore



wind

lightning

tree

river

water

never

after

some

would

could

over

under

warning

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	four • storm • form • chore • horn more • roar • store • pouring corn • door • floor • tore • shore morning • before
2 Reviewed words	sounded • about • clouds • our • now house • ground • all • saw • through
3 Reviewed h-f words	over • some • would • could • never under • after
4 Phrases	tore the door horn on the floor more chores
5 Sentences	Pouring corn is a chore. The door was torn to the floor.

INSTRUCTIONS: Have the child find the words in the word search with the *r*-controlled o.



forest

horse

scorn

thorn

horn

snore

shore

fork